DOCUMENT RESUME

ED 193 110 SO 012 814

TITLE Key Competencies: Social Studies, Secondary Schools.
INSTITUTION Philadelphia School District, Pa. Office of Curriculum and Instruction.
PUB DATE 80
NOTE 58p.: For related documents, see SO 012 813-821.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Behavioral Objectives; City Government; *Competency Based Education; Course Objectives; Critical Thinking; Decision Making; Economics; *Educational Objectives; Federal Government; Geography; Learning Activities; Minimum Competencies; Political Science; Secondary Education; Sequential Learning; Skill Development; *Social Sciences; *Social Studies; Sociology; State Government; State History; United States History; World History

ABSTRACT

Specific competencies are outlined for social studies education in grades seven through 12 in the Philadelphia school system. The focus of social studies education is seen to be the transmission of knowledge and inculcation of skills and attitudes essential for good citizenship in an interdependent world. Five areas which contribute to good citizenship are self-realization, governing, producing and consuming, utilizing environments, and critical thinking and decision making. These areas form the basis for competencies listed for eight courses in the secondary social studies program. The courses are geography (grade seven), Pennsylvania and American history and government (grade eight), world history (grade nine), American history (grades 10 or 11), political science (grade 12), economics (grade 12), sociology (grade 12), and Philadelphia government (grades 10 through 12). For each course, between four and 13 competencies are identified. Each competency is followed by numerous behavioral objectives which can be used to evaluate mastery of the competency. For example, a competency in American history is, "Students will understand some of the political and social problems America faced between 1870-1920." A related behavioral objective is to identify some of the reasons for the great upsurge in immigration during that period. (AV)

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Key Competencies: Social Studies, Secondary Schools

1980

The School District of Philadelphia
Office of Curriculum and Instruction

Division of Social Studies Education

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SP 012 814

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File #200
June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

BGK/ar

SOCIAL STUDIES EDUCATION

The underlying goal of social studies education today is to prepare young people for intelligent, humane participation in an increasingly interdependent world. Though many social institutions help influence their civic education, and various disciplines are also concerned with the transmission of democratic ideals, it is the social studies curriculum which provides the only structured educational program for the preparation of responsible citizens.

While responding to new challenges, the overriding focus of social studies education remains transmission of knowledge and the inculation of skills and attitudes essential for good citizenship. The social studies continued to prepare young adults who are socially and intellectually competent to participate in a democratic society beset with global responsibilities.

The instructional goals of the Division of Social Studies are directed toward the development of functional citizenship for each student. There are five areas identified as contributing to this functional citizenship. They are:

1. Self-Realization
2. Governing
3. Producing and Consuming
4. Utilizing Environments
5. Critical Thinking and Decision-Making

The scope of the social studies program is for grades 1 through 12.

This booklet will treat key competencies in the secondary program (grades seven through twelve).

The following coding system was used to designate competencies:

EXAMPLE A:

J - SS - 7 - 03
- 03 - 3rd Competency
- 7 - 7th Year (Grade 7)
- SS - Social Studies
- J - Junior High

01 - Student Outcome 1
02 - Student Outcome 2
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EXAMPLE B:

S - SS - 2 - 3
- S — Senior High
- SS — Social Studies
- 2 — 2nd Course
- 3 — 3rd Competency

01 - Student Outcome 1
02 - Student Outcome 2
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NOTE: The following courses are given in the Secondary Program.

J - Geog - 7	- Geography (7th Year)
J - P&AH - 8	- Pennsylvania and American History and Government (8th Year)
S - WH - 1	- World History (9th Year)
S - AH - 1	- American History (10th Year or 11th Year)
S - SSPS - 1	- Political Science (12th Year)
S - SSEcon - 1	- Economics (12th Year)
S - SSSoc - 1	- Sociology (12th Year)
S - SSPHGov - 1	- Philadelphia Government (10th Year through 12th Year)

For further information regarding the social studies education curriculum and its implementation, please refer to Curriculum Means Service or contact:

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SOCIAL STUDIES

GEOGRAPHY OF THE EASTERN HEMISPHERE
(J-Geog - 7)

GRADE 7

Key Competencies

J-Geog-7-1 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF GEOGRAPHIC SKILLS AND THE ABILITY TO USE THESE SKILLS:

01. Define the term geography.

02. Know that every area has a geographic location.

03. Define and understand longitude and latitude.

04. Know how to use parallels and meridians.

05. Use the North and South Poles as direction indicators.

06. Be able to define and locate:
    a. continents
    b. hemispheres
    c. oceans
    d. mountains
    e. plateaus
    f. peninsulas
    g. islands
    h. valleys
    i. plains
    j. seas
    k. lakes
    l. rivers
    m. gulfs

07. Distinguish between natural and political boundaries.

08. Explain the International Date Line and its relationship to World Time Zones.

09. Know the different time zones in the United States.

10. Explain and use scale and distance map information.

11. Recognize and understand map legends.

GRADE 7

J-Geog-7-1 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF GEOGRAPHIC SKILLS AND THE ABILITY TO USE THESE SKILLS (continued):

12. Interpret and use map symbols.

13. Identify and use physical maps dealing with location, elevation, size and shape of water and land masses, and population density.

14. Demonstrate how to use a globe.

15. Define the term climate.

16. Know the relationship between climate and topography.

17. Recognize the difference between climate and weather.

18. Identify the different kinds of climates and list their characteristics.

19. Locate the different climatic zones.

20. Locate the major geographic regions of the Eastern Hemisphere.

21. Identify the major bodies of water in the Eastern Hemisphere.

22. Demonstrate the effects of the earth's shape and rotation on seasons and temperature.

23. Recognize the effects of altitude on temperature, wind, and precipitation.

24. Show how oceans affect temperature, wind, and precipitation.

25. Use graphs, charts, and diagrams to reach sound conclusions.

26. Explain why cities are often located near bodies of water.

27. Explain how navigable rivers facilitate trade and transportation.

GRADE 7

J-Geog-7-2 STUDENTS WILL UNDERSTAND THE IMPORTANCE OF NATURAL RESOURCES:

01. Define the terms:
    a. natural resource
    b. economy
    c. scarcity
    d. abundance
    e. technology

02. Describe the relationship between a nation's natural resources and its political, economic, social, and military power.

03. Give reasons why some nations are industrialized while others rely primarily upon agriculture as a means of income.

04. Show how technology can change a society.

05. Describe the relationship between "standard of living" and a nation's natural resources.

06. Explain the relationship between the energy crisis and natural resources.

07. Demonstrate the economic interdependence of nations.

08. Give examples of how the scarcity of certain resources can lead to conflict and/or cooperation among nations.

09. Describe how population growth, natural resources, and standard of living are interconnected.

10. List as many natural resources as you can.

11. Explain what is meant by the term <u>human resources</u>.

J-Geog-7-3 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE GEOGRAPHY AND THE PEOPLE OF THE EASTERN HEMISPHERE:

01. Define the term <u>region</u>.

GRADE 7

J-Geog-7-3 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE GEOGRAPHY AND THE PEOPLE OF THE EASTERN HEMISPHERE (continued):

02. Identify the physical, geographic features that characterize:

    a. Western Europe
    b. Eastern Europe
    c. Middle East
    d. North Africa
    e. Sub-Saharan Africa
    f. Southeast Asia
    g. China and Japan
    h. Australia and New Zealand

03. Develop a geographic fact sheet about each of the areas given above. Include:

    a. Boundaries and size
    b. Major land forms
    c. Oceans, seas and rivers
    d. Population density
    e. Climate

04. Describe the different kinds of people who live in the regions of the Eastern Hemisphere.

05. Explain how people are affected by their environment, how they adjust to their environment, and how they change their environment.

06. Identify some of the customs and rituals of people living in the Eastern Hemisphere and describe how these customs are influenced by geographic conditions.

07. Analyze how population density affects the culture of a region.

08. Compare and contrast the different kinds of food, clothing, shelter and occupations evident in Eastern Hemispheric regions.

09. Show the relationship between people's values and the geographic setting in which they live.

GRADE 7

J-Geog-7-3 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE GEOGRAPHY AND THE PEOPLE OF THE EASTERN HEMISPHERE (continued):

10. Discuss the different political and economic systems evident in the Eastern Hemisphere.

11. Describe the social structure in different Eastern Hemispheric regions.

12. Explain how geography affects the political, economic, and social relationships within a region.

13. Show how a region's geography affects its influence in the global community.

J-Geog-7-4 STUDENTS WILL EXAMINE AND UNDERSTAND THE GEOGRAPHY AND THE CULTURES OF COUNTRIES OF THE EASTERN HEMISPHERE:

01. Locate the country under study.

02. Develop a geographic fact sheet about the country. Include:

    a. Boundaries and size
    b. Major land forms
    c. Oceans, seas, and rivers
    d. Population density
    e. Climate
    f. Natural resources
    g. Industry
    h. Agriculture
    i. Trade
    j. Transportation
    k. Summary of current issues

03. Explain the country's chief sources of income.

04. Interview some people who have lived in the country and make a report to the class.

GRADE 7

J-Geog-7-4 STUDENTS WILL EXAMINE AND UNDERSTAND THE GEOGRAPHY AND THE CULTURES OF COUNTRIES OF THE EASTERN HEMISPHERE (continued):

05. Know the cultural characteristics of the country. Include information about:
    a. History and heritage
    b. Economy
    c. Language/s
    d. Religion
    e. Literature
    f. Art
    g. Drama
    h. Music
    i. Architecture
    j. Values

06. Read and discuss a newspaper or magazine article about the country's culture.

07. Define the term interdependence.

08. Explain why countries today have to depend on each other.

09. Describe areas of cooperation and/or conflict among countries.

10. Analyze the reasons why some countries in the Middle East have become the focus of world attention.

SOCIAL STUDIES

PENNSYLVANIA AND AMERICAN HISTORY AND GOVERNMENT
(J-P&AH-8)

Key Competencies

GRADE 8

J-P&AH-8-1 STUDENTS WILL LEARN WHY AND HOW THE NEW WORLD WAS COLONIZED:

01. List some reasons why people left Europe and Africa to come to the New World.

02. Give some examples of the problems faced by the colonists.

03. Develop a time line that demonstrates an understanding of the terms: year, decade, generation and century.

04. Explain the reasons for the founding of Pennsylvania.

05. Locate the original thirteen colonies on the map.

06. List the European nations that colonized the New World.

07. Describe how the colonies began to develop self-government.

08. Trace the beginnings of slavery in the colonies.

09. Give some examples of how life in the New England, middle, and southern colonies varied.

10. Develop a "who's who" of famous colonial personalities.

J-P&AH-8-2 STUDENTS WILL UNDERSTAND HOW THE COLONIES BECOME FREE AND INDEPENDENT:

01. List the reasons why the colonies rebelled against the British Crown.

GRADE 8

J-P&AH-8-2 STUDENTS WILL UNDERSTAND HOW THE COLONIES BECAME FREE AND INDEPENDENT (continued):

02. Discuss the Declaration of Independence and its basic ideas.

03. Develop a chart which contains the names and achievements of famous Pennsylvanians between the years 1760-1783.

04. Develop a chart which contains the names and achievements of famous Americans between the years 1760-1783.

05. Analyze some of the acts passed by the British and their effects on the colonists.

06. Know the details of the Treaty of Paris, 1783.

J-P&AH-8-3 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE EARLY YEARS OF THE REPUBLIC:

01. Differentiate between the Declaration of Independence and the United States Constitution.

02. Identify and show an understanding of the major ideas of the United States Constitution.

03. List and explain some of the rights in the Bill of Rights.

04. Discuss the problems and accomplishments of Presidents Washington, Adams, and Jefferson.

05. Recognize the fact that America is a pluralistic society.

06. List the reasons why the United States and England went to war in 1812.

J-P&AH-8-4 STUDENTS WILL UNDERSTAND WHY SETTLERS MOVED WEST:

01. Develop a map showing the territorial acquisitions made by the United States between 1803-1853.

GRADE 8

J-P&AH-8-4 STUDENTS WILL UNDERSTAND WHY SETTLERS MOVED WEST (continued):

02. List some reasons why the United States purchased the Louisiana territory and why people moved westward.

03. Explain the relationship between slavery and the incorporation of new territories.

04. Show how improved transportation helped the movement westward.

05. Analyze the reasons for the conflict between the Indians and the settlers.

06. List the problems and accomplishments of Presidents James Monroe, John Quincy Adams, and Andrew Jackson.

J-P&AH-8-5 STUDENTS WILL LEARN HOW THE ISSUE OF SLAVERY DIVIDED THE NATION:

01. Define the term slavery.

02. Define the term sectionalism.

03. Give some reasons why some Americans defended slavery.

04. Give some reasons why some Americans opposed slavery.

05. Write a paragraph explaining why you feel slavery is morally wrong.

06. List and discuss the series of compromises which attempted to deal with the slavery issue.

07. Define the terms:

a. States rights
b. Popular sovereignty

08. Know the position of each of the following men on the slavery issue:

a. Abraham Lincoln
b. Stephen Douglas
c. John C. Calhoun
d. Henry Clay

GRADE 8

J-P&AH-8-5 STUDENTS WILL LEARN HOW THE ISSUE OF SLAVERY DIVIDED THE NATION (continued):

09. Give the background and decision of the Dred Scott case, 1857.

10. Develop a panel presentation dealing with slave rebellions.

11. Tell about the lives of:
    a. Frederick Douglass
    b. Sojourner Truth
    c. Harriet Tubman

J-P&AH-8-6 STUDENTS WILL EXAMINE SOME OF THE CAUSES, EVENTS, AND RESULTS OF THE CIVIL WAR:

01. List some of the causes of the Civil War.

02. Identify some of the advantages possessed by the North in fighting the Civil War.

03. Identify some of the advantages possessed by the South in fighting the Civil War.

04. Explore some of the major events of the war such as the Battle of Gettysburg.

05. Analyze the Emancipation Proclamation.

06. Review and discuss the Thirteenth, Fourteenth, and Fifteenth Amendments.

07. Give a report on the service of black-Americans in the Union Army.

08. Describe the events leading to President Lincoln's assassination.

09. Define the term Reconstruction.

10. Describe some of the results of Reconstruction.

J-P&AH-8-7 STUDENTS WILL UNDERSTAND HOW THE INDUSTRIAL REVOLUTION CHANGED AMERICA:

01. Define the term Industrial Revolution.

GRADE 8

J-P&AH-8-7 STUDENTS WILL UNDERSTAND HOW THE INDUSTRIAL REVOLUTION CHANGED AMERICA (continued):

02. Demonstrate how geographic factors and natural resources influence industrial development.

03. Describe how the Industrial Revolution affected cities.

04. Describe how the Industrial Revolution affected the post-war North, South, and West.

05. Identify some of the ways in which the Industrial Revolution affected the American farming community.

06. Define the terms:
    a. Mass production
    b. Corporation

07. Analyze how the Industrial Revolution affected the American factory worker.

08. Describe some characteristics of the free enterprise system.

09. Explore the changes which occurred between labor and management as a result of the Industrial Revolution.

10. Define the terms:
    a. Old immigration
    b. New immigration

11. Demonstrate how immigration affected the Industrial Revolution.

12. Describe the contributions made by the ethnic and racial groups that came to America.

13. Examine some of the major social legislation enacted between 1900-1914.

GRADE 8

J-P&AH-8-8 STUDENTS WILL LEARN HOW AMERICA BECAME A WORLD POWER:

01. List some reasons why the United States became more involved in foreign affairs after the Civil War.

02. Review the Monroe Doctrine.

03. Demonstrate how major European powers were involved in Asia, the Middle East, and Latin America.

04. Describe the causes and results of the Spanish-American War.

05. Identify the major achievements of President Theodore Roosevelt in the area of foreign policy.

06. Analyze the importance of the Panama Canal.

07. Explore the reasons why the United States entered World War I.

08. Give the major points of the Treaty of Versailles.

09. Identify some of the major ideas in President Woodrow Wilson's Fourteen Points.

J-P&AH-8-9 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE 1920'S AND 1930'S:

01. Describe some characteristics of the 1920's.

02. Tell about the lives of Presidents Harding and Coolidge.

03. Explore the major issues of the elections of 1924 and 1928.

04. Define the term Depression.

05. List some of the causes of the Depression of 1929.

06. Describe the steps taken by President Hoover to deal with the Depression.

GRADE 8

J-P&AH-8-9 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE 1920'S AND 1930'S (continued):

07. Identify the major candidates and issues in the election of 1932.

08. Define the term New Deal .

09. Discuss the successes and failures of President Roosevelt's New Deal .

J-P&AH-8-10 STUDENTS WILL UNDERSTAND HOW OUR NATION SEEKS TO PROVIDE FOR THE EQUALITY OF ALL OF ITS CITIZENS:

01. Analyze some of the major Supreme Court cases involving civil rights.

02. Know the details of Plessy vs. Ferguson 1896, and Brown vs. Board of Education of Topeka, Kansas, 1954.

03. Identify Booker T. Washington, Dr. William E.B. DuBois, and Martin Luther King and tell about their respective ideas.

04. Provide some information to the class which deals with organizations that seek to protect the rights of ethnic and racial minorities.

05. Explore some of the major ideas in the Civil Rights Acts of 1964 and 1967.

06. Make a chart which lists the major personalities and contributions of many ethnic and racial groups.

07. Develop an awareness of the feminist movement in America.

08. Know that America comprises many peoples, one nation.

J-P&AH-8-11 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF WORLD WAR II:

01. List the major nations allied with the United States.

GRADE 8

J-P&AH-8-11 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF WORLD WAR II (continued):

02. List the major nations allied with the Nazi Germany.

03. Write a newspaper article describing America's entry into the war.

04. Give the location of some of the major battles of the war; describe their significance.

05. Give reasons why the United States and its allies won the war.

06. Tell why you believe the United States should or should not have used the atomic bomb.

07. Describe how the war affected citizens at home.

08. List some of the results of World War II.

09. Explore the reasons for the creation of the United Nations.

J-P&AH-8-12 STUDENTS WILL UNDERSTAND HOW AMERICA HAS CHANGED SINCE WORLD WAR II:

01. Identify some of the major problems and some of the major achievements of the Truman, Eisenhower, and Kennedy administrations.

02. Demonstrate how the decision to build a national highway system brought about many changes in American society.

03. Give some reasons for the growth of the suburbs after World War II.

04. Describe some of the reasons for racial conflict in the 1960's.

05. Identify some of the forces that have been working toward equal rights for women.

GRADE 8

J-P&AH-8-12 STUDENTS WILL UNDERSTAND HOW AMERICA HAS CHANGED SINCE WORLD WAR II:

06. Explore some of the major scientific accomplishments of the 1960's amd 1970's.

07. Analyze some of the controversial issues of the 1960's and 1970's.

08. Examine the administration of President Lyndon Johnson in terms of his successes and failures.

09. Give some reasons for our involvement in Vietnam.

10. Define the terms, hawk and dove in regard to the Vietnam War.

11. List the candidates and discuss the major issues of the election of 1968.

12. Describe some of President Nixon's successes in foreign policy.

13. Prepare a fact sheet dealing with the Watergate burglary.

14. Do a project on the conflict between the Arabs and Israelis.

15. Research one aspect of the energy crisis and make a report to the class.

16. Analyze the election of 1976.

17. List the achievements and problems of the Carter presidency.

J-P&AH-8-13 STUDENTS WILL UNDERSTAND THAT THE GOVERNMENT OF PENNSYLVANIA IS PATTERNED AFTER THE FEDERAL GOVERNMENT:

01. List the three branches of state government.

02. Define the term checks and balances .

03. Explain how the system of checks and balances operates.

GRADE 8

J-P&AH-8-13 STUDENTS WILL UNDERSTAND THAT THE GOVERNMENT OF PENNSYLVANIA IS PATTERNED AFTER THE FEDERAL GOVERNMENT (continued):

04. Explain the qualifications, duties and powers of the governor.

05. Define the term bicameral.

06. Name the two houses of the General Assembly.

07. Explain the qualifications, duties, and powers of state representatives and state senators.

08. Describe the state's judicial system.

09. List the qualifications, duties, and powers of State Supreme Court judges.

10. Explain when the primary and general elections are held in Pennsylvania.

11. Know the qualifications required in order to vote in the state of Pennsylvania.

12. Describe the characteristics of local government units in the state, viz., county, city, township and borough.

SOCIAL STUDIES

WORLD HISTORY AND GOVERNMENT
(S-WH-1)

Key Competencies

S-WH-1-1 STUDENTS WILL UNDERSTAND THE KINDS OF CHALLENGES FACED BY EARLY PEOPLES AND HOW THEY RESPONDED:

01. Know that groups, tribes, communities and nations faced a recurrent series of challenges.

02. Explain why civilizations do not survive forever.

03. List and explain some of the dangers faced by early peoples.

04. Recognize that written records are not the only sources of historical information.

05. Define the term archaeologist.

06. Make a report to the class on the work of Drs. Mary and Louis Leakey.

07. Locate Olduvai Gorge.

08. Define the term artifact.

09. Give some examples of artifacts.

10. Describe some customs, rituals, and religious beliefs of prehistoric peoples.

11. Describe male and female roles in some prehistoric societies.

12. Identify the ways in which prehistoric peoples adapted to a changing environment.

13. Locate the Fertile Crescent.

S-WH-1-1 STUDENTS WILL UNDERSTAND THE KINDS OF CHALLENGES FACED BY EARLY PEOPLES AND HOW THEY RESPONDED (continued):

14. Compare and contrast the ancient societies of:
    a. Sumer
    b. Assyria
    c. Persia
    d. Phoenicia
    e. Israel
    f. Egypt
    g. West Africa
    h. East Africa
    i. India
    j. China
    k. Japan

15. Explain some of the contributions made by the societies listed above.

16. Identify the Tasadays and write a report about these Stone Age men and women who live in the Mindanao rain forest in the Philippines.

S-WH-1-2 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF ANCIENT GREEK AND ROMAN CULTURE:

01. Know how geography influenced Greek and Roman culture.

02. Describe the governments of Athens and Sparta.

03. List and give some information about famous Greek and Roman personalities.

04. Describe Greek and Roman contributions in the fields of:
    a. Government
    b. Religion
    c. Language
    d. Art
    e. Literature
    f. Architecture
    g. Science
    h. Drama
    i. Mathematics

S-WH-1-2 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF ANCIENT GREEK AND ROMAN CULTURE (continued):

05. Analyze and describe the ways in which Greek and Roman civilizations have influenced our culture.

06. Explain the forces which caused the decline of the Greek and Roman civilizations.

07. Give the main ideas of early Christianity.

S-WH-1-3 STUDENTS WILL UNDERSTAND THE MAJOR CHARACTERISTICS OF THE MIDDLE AGES:

01. Define the terms:
    a. Middle Ages
    b. Medieval
    c. Feudalism
    d. Noble
    e. Clergy
    f. Serf

02. Describe the way in which the feudal system worked in medieval Europe.

03. List and describe the major religious changes that occurred.

04. Explain the Crusades.

05. Describe the role of the Church during the Middle Ages.

06. Analyze the relationship between the Church and England, France, and Spain.

07. Explain the guild system.

08. Identify and explain the ideas of Copernicus, Galileo, and Kepler.

09. Describe the values adhered to by the nobles, the clergy, the serfs.

10. Give a summary of medieval customs.

S-WH-1-3 STUDENTS WILL UNDERSTAND THE MAJOR CHARACTERISTICS OF THE MIDDLE AGES (continued):

11. Examine the position of Jews in medieval society.

12. Describe the birth of Islam and give its major ideas and contributions.

13. Research and report on the life of Mohammed.

14. Describe how Islam came to India.

15. Identify the areas of the world where Moslems live today.

16. Compare and contrast the influence of religious values in the Middle Ages with the influence of religious values today.

17. Compare and contrast the systems of medieval and modern justice.

18. Explain the basic ideas of Buddhism and Shintoism.

19. Define the terms:
    a. Mercantilism
    b. Renaissance
    c. Reformation
    d. Nation state

20. Describe the forces which brought forth the Renaissance.

21. List the results of the Renaissance.

22. Describe the forces which brought forth the Reformation.

23. List the results of the Reformation.

24. Compare and contrast the African kingdoms of Ghana, Mali, and Songhay with European nations during the Middle Ages.

25. List the contributions of the African kingdoms of Ghana, Mali and Songhay.

S-WH-1-3 STUDENTS WILL UNDERSTAND THE MAJOR CHARACTERISTICS OF THE MIDDLE AGES (continued):

26. Describe the trade between West Africa and Europe.

27. Describe the trade between East Africa and China.

28. Make a list of the reasons for the colonizing efforts of European nations.

29. Make a chart of famous explorers and their achievements.

30. Describe the causes and the effects of the slave trade.

31. Describe the Aztec and Mayan cultures.

S-WH-1-4 STUDENTS WILL UNDERSTAND THE GOALS AND EVENTS UNDERLYING REVOLUTIONARY MOVEMENTS IN THE 1700'S AND THE 1800'S:

01. Know that there are different kinds of revolutionary changes:
    a. Political
    b. Economic
    c. Social
    d. Military
    e. Industrial
    f. Others

02. Know that change can be achieved by non-violent or violent means.

03. Describe the political theories of Thomas Hobbes, John Locke, and Jean Jacques Rousseau.

04. List some causes of the American Revolution (1776), and the French Revolution (1789).

05. Compare and contrast the results of the American and French Revolutions.

06. Define and describe some basic human rights.

07. Describe the reasons for the political and social upheaval in Austria, Germany, and Italy, beginning in 1848.

S-WH-1-4 STUDENTS WILL UNDERSTAND THE GOALS AND EVENTS UNDERLYING REVOLUTIONARY MOVEMENTS IN THE 1700'S AND THE 1800'S (continued):

08. Explain how the influence of American and French ideals affected independence movements in Latin America.

09. Know how Latin American countries gained their freedom from Spain and Portugal.

10. Analyze how the Industrial Revolution caused world-wide changes in manufacturing, transportation, trade, and the standard of living.

11. Describe the effects of the Industrial Revolution on:
    a. Laborers
    b. Entrepreneurs
    c. Cities
    d. Methods of production
    e. Population demographics
    f. Agriculture
    g. International trade

12. Develop a chart which lists the names of famous inventors, their contributions, and the significance of their contributions.

13. Define and explain the terms:
    a. Capitalism
    b. Communism
    c. Socialism
    d. Mass production
    e. Assembly line
    f. Allocation of resources
    g. Scarcity

14. Know that new technology has made life more comfortable but has also created awesome weapons.

15. Describe the relationship between the Industrial Revolution and the labor union movement.

S-WH-1-5 STUDENTS WILL UNDERSTAND THE CAUSES AND THE EFFECTS OF NATIONALISM AND IMPERIALISM IN THE WESTERN AND NON-WESTERN WORLDS:

01. Define the terms:
    a. Nationalism
    b. Imperialism

S-WH-1-5 STUDENTS WILL UNDERSTAND THE CAUSES AND THE EFFECTS OF NATIONALISM AND IMPERIALISM IN THE WESTERN AND NON-WESTERN WORLDS (continued):

02. List 4 characteristics of the nation state.

03. Know that modern nationalism probably began with the French Revolution.

04. List some nationalistic symbols.

05. Explain the forces which resulted in Italian unification.

06. Explain the forces which resulted in German unification.

07. List the causes and results of the Franco-Prussian War, 1870.

08. Know that Germany, by 1914, became one of Europe's most powerful countries.

09. Define the terms:
    a. Empire
    b. Republic

10. Describe the change from empire to republic in France.

11. Define the term imperialism.

12. Know that the political and economic imperialism of Western nations helped to spur nationalistic movements in the non-Western world.

13. Describe the Boxer Rebellion, 1900.

14. Discuss the Russo-Japanese War, 1904-07.

15. List the causes and results of the Chinese Revolution in 1911.

16. Explain how the nationalism and imperialism of Western nations resulted in the colonization of Africa, Asia and the Middle East.

17. Define the term sphere of influence.

S-WH-1-5 STUDENTS WILL UNDERSTAND THE CAUSES AND THE EFFECTS OF NATIONALISM AND IMPERIALISM IN THE WESTERN AND NON-WESTERN WORLDS (continued):

18. Explain how the following are interconnected:
    a. Nationalism
    b. Imperialism
    c. Industrial Revolution
    d. Military power

19. Prepare a chart which shows the major western powers and their colonies in the year 1900.

20. Explain the statement: "First the missionaries, then the businessmen, then the marines."

21. Discuss America's relationships with Central and Latin American nations in the late nineteenth and early twentieth centuries.

S-WH-1-6 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF WORLD WAR I AND WORLD WAR II:

01. Define the terms:
    a. Balance of power
    b. Entangling alliances
    c. International alliances
    d. International rivalries
    e. Self-determination

02. List the nations that made up the Triple Alliance.

03. List the nations that made up the Triple Entente.

04. Locate:
    a. Austro-Hungarian Empire
    b. The Balkans
    c. Germany
    d. Serbia
    e. Montenegro
    f. Ottoman Empire
    g. Italy
    h. France
    i. England
    j. Russia

S-WH-1-6 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF WORLD WAR I AND WORLD WAR II (continued):

05. Explain why the Balkans were referred to as the "powder keg of Europe."

06. List the causes of World War I.

07. Explain why and when the United States entered World War I.

08. Define the terms:
    a. Submarine warfare
    b. Trench warfare

09. Describe the forces that brought about the Russian Revolution, 1917.

10. Identify the new weapons of war that were first used in World War I.

11. Discuss the overall war strategy of the Triple Alliance and the Triple Entente.

12. Give the reasons for the Allied victory.

13. Explain the major points of the Treaty of Versailles.

14. List the reasons for the creation of the League of Nations.

15. Compare and contrast the map of Europe before and after World War I.

16. Analyze the effects of the Treaty of Versailles upon Germany.

17. Describe the conditions in Germany after World War I.

18. Explain the events that enabled Adolph Hitler and his followers to destroy the Weimar Republic.

19. Locate:
    a. Ethiopia
    b. Manchuria
    c. Rhineland
    d. Saar
    e. Sudetenland

S-WH-1-6 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF WORLD WAR I AND WORLD WAR II (continued):

20. Explain why the Western democracies took no action against aggression by Germany and Japan in the 1930's.

21. Define the terms:
    a. Fascism
    b. Mein Kampf
    c. Non-Aggression Treaty
    d. Nuremburg Laws

22. Describe the Nazi invasion of Poland, September, 1939.

23. Give the reasons for the Japanese attack on Pearl Harbor, December 7, 1941.

24. List the areas where the major battles of World War II were fought.

25. Explain what life was like on the "home front" during World War II.

26. Define the term Holocaust.

27. Describe the causes and effects of Hitler's war against the Jews.

28. Analyze the reasons for America's use of the atomic bomb.

29. Know that the Allies defeated the Axis powers and that the war ended in 1945.

30. Give some reasons for the creation of the United Nations.

S-WH-1-7 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE POST WORLD WAR II WORLD:

01. Describe the efforts of the United States in the rebuilding of Germany and Japan.

02. Define and discuss the origins and effects of the "cold war".

03. Explain why and how the Communists came to power in China.

S-WH-1-7 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE POST WORLD WAR II WORLD (continued):

04. List some reasons for American involvement in the Korean War.

05. Analyze American involvement in Vietnam and the consequences of this involvement.

06. List the reasons for the series of conflicts between the Israelis and the Arabs.

07. Identify:
    a. Baghdad Pact
    b. Eisenhower Doctrine
    c. U-2 Incident
    d. Cuban Revolution, 1959
    e. Cuban Missile Crisis
    f. Alliance For Progress

08. Know the reasons for anti-Soviet rebellions in Poland (1956) and Hungary (1956).

09. Explain the causes of Chinese-Soviet rivalry.

10. Describe the independence movements in Africa and Asia.

11. List some African and Asian nations that became independent.

12. Explain the influence of Third-World countries today.

13. Indicate how certain natural resources have strengthened the political and economic influences of Third-World countries.

14. Define the term <u>apartheid</u>.

15. Describe the role of the United Nations in its attempts to resolve the following crises:
    a. Civil War in Nigeria, 1967
    b. Zimbabwe (Rhodesia)
    c. Yom Kippur War, 1973
    d. Iran and American hostages, 1979

SOCIAL STUDIES

AMERICAN HISTORY
(S-AH-1)

Key Competencies

S-AM-1-1 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF SOME OF THE IMPORTANT FEATURES OF THE UNITED STATES CONSTITUTION:

01. Identify and explain some of the origins of the United States Constitution.

02. Define the terms:
    a. Republic
    b. Democracy

03. List some of the powers of the executive, legislative, and judicial branches of government.

04. Debate the issue that our society illustrates the rule of law rather than the rule of men.

05. Discuss the issue of slavery in terms of the "due process clause" in the Fifth Amendment.

06. Explain the freedoms listed in the Bill of Rights.

07. Identify some of the rights given persons accused of crimes and explain these rights.

08. Describe the concept of federalism.

09. Describe the division of powers between the federal and state governments.

10. Explain how the Supreme Court under John Marshall strengthened the central government.

S-AH-1-2 STUDENTS WILL UNDERSTAND THE FORMATION OF POLITICAL PARTIES IN THE UNITED STATES:

01. Indicate some of the major ideas of the Federalist and Republican parties.

02. Explain the philosophies of Washington, Hamilton, and Jefferson regarding the formation and role of political parties.

S-AH-1-2 STUDENTS WILL UNDERSTAND THE FORMATION OF POLITICAL PARTIES IN THE UNITED STATES (continued):

03. List some of the major issues on which the Federalists and Republicans disagreed.

04. Know the background and details of the Alien and Sedition Acts.

05. Trace the development of political parties from 1789 to 1860.

S-AH-1-3 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF WESTWARD EXPANSION:

01. List the important features of the Northwest Ordinance.

02. Describe the significance of the Louisiana Purchase.

03. Explain how the desire for Florida and Canada contributed to the War of 1812.

04. Define Manifest Destiny and its influence upon the westward movement.

05. Review the causes of the Mexican War and its significance.

06. Identify the different groups of people who helped to settle the West.

S-AH-1-4 STUDENTS WILL LEARN HOW THE AMERICAN ECONOMY CHANGED BETWEEN 1790-1876:

01. Indicate the characteristics of a predominantly agricultural society.

02. Define the terms:

    a. Rural
    b. Urban

03. Recognize the contributions of the American farming family.

04. List some of the reasons for the Industrial Revolution.

05. Describe some of the changes in technology, transportation, and population patterns that contributed to the Industrial Revolution.

S-AH-1-4 STUDENTS WILL LEARN HOW THE AMERICAN ECONOMY CHANGED BETWEEN 1790-1876 (continued):

06. Explain some of the political, economic, and social consequences of the Industrial Revolution.

07. Identify some of the guilds and labor unions which developed.

S-AH-1-5 STUDENTS WILL UNDERSTAND THE ISSUES OF SECTIONALISM, SECESSION, AND CIVIL WAR:

01. Describe the economic conflict between the North and South.

02. Explain why the system of slavery represented a moral and ethical dilemma for many Americans.

03. Discuss the election of 1860.

04. List some of the reasons why Southern states seceded from the Union.

05. Explain President Lincoln's views on secession and slavery.

06. Review the Thirteenth, Fourteenth, and Fifteenth Amendments.

07. List some of the results of the Civil War.

08. Describe the Era of Reconstruction (1865-1877) in the South, North, and West.

S-AH-1-6 STUDENTS WILL UNDERSTAND SOME OF THE POLITICAL AND SOCIAL PROBLEMS AMERICA FACED BETWEEN 1870-1920:

01. List some of the major changes that occurred in America in the late nineteenth and early twentieth centuries.

02. Identify some of the reasons for the great upsurge in immigration.

03. Describe some of the problems faced by immigrants.

S-AH-1-6 STUDENTS WILL UNDERSTAND SOME OF THE POLITICAL AND SOCIAL PROBLEMS AMERICA FACED BETWEEN 1870-1920 (continued):

04. Explain why many Americans began to migrate to the cities.

05. Describe the growth of the railroads and the significance of this method of transportation.

06. Tell how the following changed American society:
    a. Automobile
    b. Radio
    c. Telephone
    d. Motion pictures

07. Explain the growth of "big business" after the Civil War.

08. Describe the formation of the American Federation of Labor.

09. Indicate some of the major differences between big business and labor unions.

10. Demonstrate an awareness of some of the major political problems between 1870-1920.

11. Define the term Progressive Era, and describe some of the achievements of the Progressives.

12. Explain the amendments added to the United States Constitution between 1913-1920.

13. Describe some of the major aspects of Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom.

14. List some reasons for the founding of the NAACP (1909) and the Urban League (1910).

15. Describe the problems faced by minorities between 1870-1920.

S-AH-1-7 STUDENTS WILL UNDERSTAND THE FORCES WHICH ENABLED THE UNITED STATES TO BECOME A WORLD POWER, 1870-1920:

01. Define the term nationalism.

02. Explain how the Industrial Revolution contributed to American interest in overseas areas.

S-AH-1-7 STUDENTS WILL UNDERSTAND THE FORCES WHICH ENABLED THE UNITED STATES TO BECOME A WORLD POWER, 1870-1920 (continued):

03. Define the term imperialism.

04. Explain some of the reasons for imperialism.

05. Describe how the European "race for colonies" affected American foreign policy.

06. Define the term isolationism.

07. Give some reasons for isolationism.

08. List some arguments for and against imperialism.

09. Identify the reasons why America went to war with Spain in 1898.

10. Explain the following terms:
    a. "Open Door" policy
    b. "Dollar Diplomacy"

11. Give the significance of the building of the Panama Canal.

12. Describe American relationships with Japan and Mexico in the early twentieth century.

13. Give some reasons for America's entrance into World War I.

14. Define the terms:
    a. Militarism
    b. Entangling Alliances

15. Describe the key points of the Treaty of Versailles.

16. Give some reasons why the Treaty of Versailles failed "to make the world safe for democracy."

S-AH-1-8 STUDENTS WILL UNDERSTAND THE POLITICAL SCENE BETWEEN 1920-1940:

01. Describe the philosophy of laissez-faire.

02. Identify some of the issues which caused social unrest in the 1920's

03. Explain the reasons for America's restrictive immigration policies in the 1920's, 1930's, and 1940's.

S-AH-1-8 STUDENTS WILL UNDERSTAND THE POLITICAL SCENE BETWEEN 1920-1940 (continued):

04. List some of the ways in which America changed politically, economically, and socially.

05. Give some reasons for the corruption of the Harding Administration.

06. Describe the growth of big business in the 1920's.

07. Know the candidates and the important issues in the presidential election of 1928.

08. Define the term economic depression.

09. List some of the causes of the Depression of 1929.

10. Describe some of the changes brought about by the Depression of 1929.

11. Compare and contrast President Hoover's action with those of President Roosevelt in attempting to deal with the Depression.

12. Describe some of the important features of the New Deal .

13. Explain how the coming of World War II affected the American economy.

S-AH-1-9 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF FOREIGN AFFAIRS, 1920-1945:

01. Describe the forces that destroyed the Hapsburg, Hohenzollern, Romanov, and Ottoman Empires.

02. Explain why the Weimar Republic failed.

03. Define the terms:
    a. Communism
    b. Fascism
    c. Socialism

04. Describe America's relationship with Japan in the 1920's and 1930's.

S-AH-1-9 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF FOREIGN AFFAIRS, 1920-1945 (continued):

05. Know the conditions leading to the rise of the National Socialist Party in Germany.

06. State some reasons why Hitler was able to rearm Germany without the Allies interfering.

07. Know the importance of the Munich Conference, 1938.

08. Explain the forces that brought about the Holocaust.

09. Identify the importance of the:

    a. Japanese invasion of Manchuria
    b. Japanese invasion of China
    c. Spanish Civil War
    d. Italian invasion of Ethiopia
    e. Nazi annexation of Czechoslovakia
    f. Non-aggression pact between Russia and Nazi Germany

10. Know the significance of Nazi Germany's invasion of Poland, September, 1939.

11. State the reasons for the Japanese attack on Pearl Harbor, December 7, 1941.

12. Describe the overall military strategy of the Allies.

13. Identify the people and the policies involved in the development and use of the atomic bomb.

14. State the results of the Yalta Conference.

15. Develop a paper on the horror of war and the need for permanent peace.

16. State some reasons for the development of the Cold War.

S-AH-1-10 STUDENTS WILL UNDERSTAND THE POLITICS AND ECONOMICS OF WAR AND PEACE, 1940-1967:

01. Explain the significance of the presidential election of 1940.

S-AH-1-10 STUDENTS WILL UNDERSTAND THE POLITICS AND ECONOMICS OF WAR AND PEACE, 1940-1967 (continued):

02. Describe the changes that occurred in the American economy during World War II.

03. Explain how America converted from a wartime to a peacetime economy.

04. Identify some of the problems and achievements of the Truman administration.

05. Define and discuss the term McCarthyism.

06. Describe the changing role of women in American society.

07. Trace the history of the civil rights movement from 1940-1967.

08. State some reasons for the election of Dwight D. Eisenhower as president in 1952.

09. List some of the successes of the Eisenhower administration.

10. Identify some of the scientific and technological advances of the 1950's and 1960's and discuss their significance.

11. Discuss the following Supreme Court cases:
    a. McCollum vs. Board of Education, 1948
    b. Zorach vs. Clauson, 1952
    c. Brown vs. Board of Education, 1954
    d. Gideon vs. Wainwright, 1963
    e. Miranda vs. Arizona, 1966

12. State the basic details of the civil rights legislation of the 1950's and 1960's.

13. Explain the important features of President Kennedy's New Frontier, and President Johnson's Great Society.

14. Explain how television changed American society.

S-AH-1-10 STUDENTS WILL UNDERSTAND THE POLITICS AND ECONOMICS OF WAR AND PEACE, 1940-1967 (continued):

15. Identify and discuss some of the major cultural changes in post World War II America.

16. Trace America's involvement in the Vietnam conflict.

17. List the candidates and explain the major issues in the presidential elections of 1960, 1964, and 1968.

S-AH-1-11 STUDENTS WILL UNDERSTAND THE IMPORTANCE OF INTERNATIONAL EVENTS BETWEEN 1945 AND 1967:

01. Describe the changes brought about by the peace agreements ending World War II.

02. Explain how World War II contributed to the dissolution of colonial empires.

03. Define the terms:
    a. Holocaust
    b. Genocide

04. Describe the findings and results of the Nuremburg trials.

05. Explain the formation of the United Nations.

06. Know the definition of the term "cold war" and list some characteristics of the cold war .

07. Explain some of the major international crises that came before the United Nations in the twenty years following World War II.

08. Analyze the Communist victory in China, 1949.

09. Identify the major causes and results of the Korean War.

10. Describe the Berlin Blockade and America's response.

S-AH-1-11 STUDENTS WILL UNDERSTAND THE IMPORTANCE OF INTERNATIONAL EVENTS BETWEEN 1945 AND 1967 (continued):

11. Explain the regional defense agreements entered into by the United States:
    a. NATO
    b. SEATO
    c. OAS
    d. ANZUS
    e. CENTO

12. Define the terms:
    a. Truman Doctrine
    b. Marshall Plan
    c. Eisenhower Doctrine
    d. Containment
    e. Massive retaliation

13. Explore the events leading to the formation of the state of Israel.

14. Describe the causes and effects of Arab-Israeli conflict.

15. Describe the Hungarian Revolution, 1956.

16. Trace the development of independent nations in Asia, Africa, and the Middle East since World War II.

17. Show how Third-World nations have influenced American diplomacy.

18. Discuss the Castro Revolution in Cuba, 1959; the Bay of Pigs Incident, 1961; and the Cuban Missile Crisis, 1962.

19. State some reasons for the expansion of the Vietnam War in the late 1960's and the political and social confrontation which resulted in this country.

20. Analyze the significance of the proliferation of nuclear weapons.

21. List and explain some of the problems and achievements of Central and Latin American nations.

S-AH-1-12 STUDENTS WILL UNDERSTAND KEY DOMESTIC ISSUES OF THE LATE 1960'S AND 1970'S:

01. Explain the causes of violent and non-violent protest in the cities and on college campuses.

02. Discuss the impact of the assassinations of Martin Luther King, Robert Kennedy, and Malcolm X.

03. List and discuss some of the data of the 1970 census.

04. Define and explain the term "Middle America."

05. State the details of the presidential election of 1972.

06. Analyze the Watergate buglary and its significance.

07. State the reasons for the resignation of President Nixon.

08. Describe the problems and achievements of the Ford administration.

09. List the candidates and discuss the issues and results of the presidential election of 1976.

10. Identify the following terms:
    a. Energy crisis
    b. Affirmative action
    c. Reverse discrimination
    d. ERA
    e. Apollo XI
    f. Double digit inflation
    g. Wage and price controls
    h. OPEC
    i. Ecology
    j. Pollution

11. Describe some of the economic changes which have occurred in America during the last 10 years.

S-AH-1-13 STUDENTS WILL UNDERSTAND AMERICA'S RESPONSE TO WORLD PROBLEMS IN THE LATE 1960'S AND 1970'S:

01. Locate Vietnam, Cambodia, Thailand, and Red China.

S-AH-1-13 STUDENTS WILL UNDERSTAND AMERICA'S RESPONSE TO WORLD PROBLEMS IN THE LATE 1960'S AND 1970'S (continued):

02. Identify and explain the Gulf of Tonkin Resolution (1964), and the Declaration of Honolulu (1966).

03. Describe the American commitment in Vietnam.

04. Analyze the reasons for United States withdrawal from Vietnam.

05. Explain the process used to end the Vietnam War.

06. Describe what happened in Vietnam when the war ended and American forces withdrew.

07. Discuss America's relationships with China and Taiwan.

08. Explain why America's relationship with Russia moved from "cold war" to "detente."

09. Identify the following terms:
    a. SALT Agreement
    b. Helsinki Agreement
    c. Rapprochement
    d. Shuttle diplomacy

10. Describe the causes and results of:
    a. Six Day War, 1967
    b. Yom Kippur War, 1973
    c. Anwar Sadat and Menachem Begin exchange visits, 1977
    d. Camp David Summit Talks, 1978

11. Discuss America's relationships with Cuba, Chile, Panama, and Iran.

12. Analyze America's relationships with South Africa, Angola, Nigeria and Zimbabwe (Rhodesia).

13. List and explain the causes and the effects of international terrorism.

SOCIAL STUDIES

POLITICAL SCIENCE
(S-SSPS-1)

Key Competencies

S-SSPS-1-1 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ESSENTIAL ROLE OF GOVERNMENT:

01. Define the term political science.

02. Define the following terms:

a. Dictatorship
b. Democracy
c. Republic
d. Absolute monarchy
e. Limited monarchy
f. Confederation

03. Provide an example for each of the terms above.

04. List some of the ways in which federal, state and local governments affect our lives.

05. Explain the social contract theory of government and its relationship to the American political system.

06. Identify the basic differences between democracy, socialism, communism, and fascism.

07. Explain the concept of power.

08. Show how different governments provide or do not provide for the transfer of power.

09. Analyze the ways in which different types of governments resolve conflicts.

S-SSPS-1-2 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE UNITED STATES CONSTITUTION AND THE STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT:

01. Identify and understand the seven original articles of the United States Constitution.

S-SSPS-1-2 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE UNITED STATES CONSTITUTION AND THE STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT (continued):

02. Know and understand the rights elaborated in the Bill of Rights.

03. List the responsibilities of citizens.

04. Describe how the Constitution can be amended.

05. Explain the system of checks and balances.

06. Explain how power is divided among federal, state, and local governments.

07. Analyze the difference between the major political parties.

08. Explain the meaning of "due process" and "equal protection of the laws."

09. Identify the following:
    a. President and Vice President of the United States.
    b. Governor and Lieutenant Governor of Pennsylvania.
    c. United States Senators from Pennsylvania.
    d. Member of the House of Representatives from your congressional district.
    e. Local representatives in the Pennsylvania legislature.

10. Give the qualifications required to run for the offices listed above.

11. Explain the duties of congressmen and senators.

12. Explain the duties of the Supreme Court Justices of the United States.

13. Identify some of the activities of federal independent regulatory commissions.

S-SSPS-1-3 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE POLITICAL PROCESS AND THE IMPORTANCE OF CITIZEN PARTICIPATION:

01. Distinguish between fact and opinion.

02. Demonstrate the ability to determine the point of view in editorials, cartoons, news programs and newspapers.

03. Explain where one can find information on a political issue.

04. Identify the ways in which an individual or group can reach the political decision-makers and influence the outcome of an issue.

05. Identify opposing interest groups on the national, state, and local levels.

06. Know how to use graphs, charts, and statistical information to support a political position.

07. Explain the process of voter registration.

08. List the factors which influence one's political attitudes:
    a. Age
    b. Race
    c. Sex
    d. Socio-economic status
    e. Religion

09. Describe a political problem and indicate which governmental agency or official one would go to in order to have the problem resolved.

10. List examples of the different kinds of political protest used throughout American history.

11. Select a recent election and evaluate the campaign strategies of the winning and losing candidates.

12. Define the term <u>lobbyist</u>.

13. Explain the work of a lobbyist.

SOCIAL STUDIES

ECONOMICS
(S-SSECON-1)

Key Competencies

S-SSECON-1-1 STUDENTS WILL UNDERSTAND THAT PEOPLE ARE ECONOMICALLY INTERDEPENDENT:

01. Define the term economics.

02. Define the term interdependent.

03. Recognize that people depend upon each other.

04. Explore how individual producers of goods and services exchange with each other to get the goods and services they need to satisfy basic wants.

05. Explain the concept of division of labor.

06. Show that services are supplied by both the private and public sector of the economy.

07. Compare and contrast different economic systems.

S-SSECON-1-2 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE CONCEPT OF SCARCITY:

01. Analyze how unlimited wants and limited resources creates the need to make sound decisions.

02. Recognize the importance of making choices based on priorities.

03. Explain how people's values determine their choices.

04. Demonstrate how a society's values determines its allocation of resources.

05. Explore the idea that all economic systems face the problem of scarcity.

06. Define the term opportunity cost.

S-SSECON-1-3 STUDENTS WILL EXAMINE HOW MONEY, INCOME, AND WEALTH AFFECT THE ECONOMY:

01. Define the terms:
    a. Money
    b. Income
    c. Wealth
    d. Profit

02. Recognize that most of our money consists of checking accounts in banks.

03. Analyze how financial institutions facilitate savings.

04. Determine the relationship between savings and investment.

05. Know that the value of the dollar is determined by what it will buy.

06. Describe how inflation affects the economic health of a society.

07. Explore the role of the Federal Reserve System.

08. Define the term "standard of living."

09. Describe the different forms wealth may take.

10. Explain that wealth is created from land, labor, capital and enterprise.

11. Define the term gross national product.

S-SSECON-1-4 STUDENTS WILL UNDERSTAND HOW THE MARKET ECONOMY WORKS:

01. Explain that free enterprise provides the freedom to seek economic gain.

02. Explain how consumers determine what is produced in a free economy.

03. Explore the importance of corporations.

04. Analyze the effect of competition in a free economy.

S-SSECON-1-4 STUDENTS WILL UNDERSTAND HOW THE MARKET ECONOMY WORKS (continued):

05. Explore some aspects of global competition.

06. Show that many economies are "mixed", i.e., competition and cooperation exist side by side.

07. List some of the economic freedoms in our society.

08. Explore the role of government in the American economy.

09. Demonstrate how the entrepreneur brings land, labor, and capital together to direct production.

10. Demonstrate the importance of labor unions in the economy.

11. List some of the activities of labor unions.

12. Demonstrate a knowledge of the historical development of labor unions.

13. Define the terms:
    a. Collective bargaining
    b. Negotiation
    c. Grievance
    d. Strike
    e. Shop steward
    f. Contract

S-SSECON-1-5 STUDENTS WILL RECOGNIZE THAT ECONOMIC STABILITY IS A GOAL TOWARD WHICH ALL SECTORS OF THE ECONOMY STRIVE:

01. List the various phases of the business cycle.

02. Delineate some of the causes of unemployment.

03. List some of the agencies of the federal government which attempt to promote economic stability such as the Federal Reserve Board, Council of Economic Advisors, and Congress through its fiscal policies.

04. List the ways in which the following programs try to promote economic stability:
    a. Social Security
    b. Medicare
    c. Unemployment compensation

SOCIAL STUDIES

SOCIOLOGY
(S-SSSOC-1)

Key Competencies

S-SSSOC-1-1 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE IMPORTANCE OF SOCIAL INTERACTION:

01. Define the term sociology.

02. Know that people learn human behavior patterns through group interaction.

03. Show how interaction occurs between and among individuals and groups in a society.

04. Explain the difference between competitive and cooperative interaction.

05. Develop the idea that socialization occurs when one learns the social and cultural requirements of the society in which one lives.

06. Define the terms:

a. Conflict
b. Assimilation
c. Stratification

S-SSSOC-1-2 STUDENTS WILL UNDERSTAND THAT PEOPLE TEND TO BE GREGARIOUS:

01. Define the term group.

02. Identify some groups that are rather permanent in nature.

03. Define and discuss the differences between primary and secondary groups, between "in" and "out" groups.

04. Explain what a "special interest" group is.

05. Define ethnocentrism and give some examples.

06. Describe the kinds of groups that make up a society, e.g., social classes, racial groups, ethnic groups, clubs, etc.

S-SSSOC-1-3 STUDENTS WILL DEMONSTRATE THE ABILITY TO EXAMINE DIFFERENT CULTURES:

01. Recognize that culture is shared, learned behavior.

02. Explain that the culture of a society depends on geographical location, availability of natural resources, the institutions people create, and other factors.

03. Give examples of the values, folkways, mores, and taboos of various societies.

04. Show how different groups and different nations develop different ways of acting, thinking and believing.

05. Explain and give examples of the norms - "rules of the game" - by which social life is regulated in different countries.

S-SSSOC-1-4 STUDENTS WILL ANALYZE THE IMPORTANCE OF SOCIAL ORGANIZATION:

01. Relate that population, social classes, human ecology, and institutions affect the social organization of a society.

02. List several ways in which a population's size, rate of growth, age and sex distribution affects a culture.

03. Demonstrate how members of a society are ranked in terms of prestige, power and authority.

04. Identify some criteria of class status.

05. Explain how prejudice and discrimination result in the destruction of human potential.

06. List some institutions within this society, and the purposes they serve, e.g., family, corporation, church, school, etc.

07. Define the term upward mobility and discuss its importance.

S-SSSOC-1-5 STUDENTS WILL LEARN ABOUT THE DYNAMICS OF SOCIAL CHANGE:

01. Show that both societies and individuals change.

02. List some of the forces that produce societal and individual changes such as new inventions, technology, and war.

03. Describe some of the changes that may occur when two or more different cultures come into contact with each other.

04. Explain how political, economic, and social movements bring about change.

05. Explain how laws, attitudes, and values can bring about change.

06. Recognize that change sometimes brings about conflict.

07. Identify some of the social problems in our society and list some possible solutions.

SOCIAL STUDIES

PHILADELPHIA GOVERNMENT
(S-SSPHGov-1)

Key Competencies

S-SSPHGov-1-1 STUDENTS WILL UNDERSTAND SOME OF THE PROBLEMS CONFRONTING PHILADELPHIA TODAY:

01. Make a list of some of the problems facing Philadelphia today.

02. Explore some of the problems in the areas of taxes, housing, transportation, crime, and pollution.

03. Compare and contrast problems faced by ethnic and racial minorities in Philadelphia.

04. Analyze the sources from which the city's taxes come.

S-SSPHGov-1-2 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE STRUCTURE AND FUNCTION OF THE MAYOR'S OFFICE:

01. List the qualifications, duties and powers of the Mayor, Managing Director, Director of Finance, City Representative, Director of Commerce, and the City Solicitor.

02. Describe the work of the Mayor's Office for Information and Service.

03. List the agencies in the Mayor's Office that deal with citizen complaints.

04. Define the following terms:

a. Patronage
b. Ward leader
c. Proclamation
d. Committeeman/committeewoman

S-SSPHGov-1-3 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE WORK OF CITY COUNCIL:

01. Describe the qualifications, duties, and powers of councilmen and councilwomen.

02. Explore the history of City Council from the colonial period to our present Home Rule Council.

03. Explain that the Council is the city's legislative body and, together with the Mayor, determines city government policies and programs.

04. Explain the difference between councilpersons elected from a specific district and councilpersons elected at-large.

05. Explain what an ordinance is and how one is enacted.

S-SSPHGov-1-4 STUDENTS WILL UNDERSTAND THE ROLE OF THE DISTRICT ATTORNEY'S OFFICE:

01. List the duties of the District Attorney.

02. List the divisions of the District Attorney's Office.

03. List and explain the duties of the Investigations Division, Law Division, and Trial Division.

04. Define the terms:
    a. Prosecution
    b. Indictment
    c. Investigation
    d. Probation
    e. Felony
    f. Misdemeanor

S-SSPHGov-1-5 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF PHILADELPHIA'S JUDICIAL SYSTEM:

01. Define the function of the courts.

S-SSPHGov-1-5 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF PHILADELPHIA'S JUDICIAL SYSTEM (continued):

02. Describe the qualifications, duties, and powers of Common Pleas and Municipal Court judges.

03. List and explain the two major functions of the Municipal Court and the Common Pleas Court.

04. List and describe the work of the three divisions of the Common Pleas Courts.

05. List and explain the work of Family Court.

06. Define the following terms:
    a. Law
    b. Arraignment
    c. Civil case
    d. Criminal case
    e. Felony
    f. Homicide
    g. Bail

S-SSPHGov-1-6 STUDENTS WILL UNDERSTAND THE ROLE OF PHILADELPHIA'S AUTHORITIES, BOARDS, AND COMMISSIONS:

01. Describe the concept of the semi-judicial and semi-legislative nature of authorities, boards, and commissions.

02. Describe the conditions that led to the adoption of the Philadelphia Home Rule Charter in 1951.

03. List the benefits of Home Rule.

04. Explain the checks and balances that exist under the Home Rule Charter,

05. Explain the process of amending the Home Rule Charter.

06. Explain that the city is a unit of government under the parent body, the state.

07. Analyze the independent nature and work of the various authorities, boards, and commissions.

08. Demonstrate how these authorities, boards, and commissions affect our day-to-day lives.

S-SSPHGov-1-7 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ORGANIZATION OF POLITICAL PARTIES:

01. Describe the ward structure.

02. Describe how ward leaders and committeemen and committeewomen are elected.

03. List the duties of the ward leader, committeeman and committeewoman.

04. List the duties of the City Committee.

S-SSPHGov-1-8 STUDENTS WILL LEARN ABOUT THE VOTING PROCESS AND THE IMPORTANCE OF CASTING ONE'S BALLOT:

01. Describe why the right to vote is one of the cornerstones of the democratic process.

02. List the requirements for voting in Pennsylvania.

03. Explain how one registers to vote.

04. Show how to complete the voter registration mail-in form.

05. List sources of information about candidates and elections.

06. Describe the roles of the various election officials.

07. List the steps in voting after entering the polling place.

08. Explain how to operate the Shoup and Jamestown voting machines.

S-SSPHGov-1-9 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE HISTORY OF PHILADELPHIA GOVERNMENT:

01. Describe the government established by William Penn in his charter for Pennsylvania.

02. Explain the beliefs of the Society of Friends (Quakers).

S-SSPHGov-1-9 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE HISTORY OF PHILADELPHIA GOVERNMENT (continued):

03. Describe the changes in Philadelphia when city and county government were consoldiated in 1854.

04. Define the terms:

a. Proprietor
b. "Holy Experiment"
c. Religious freedom
d. General Assembly
e. Home Rule Charter